



FOCUS ON SOCIAL AND EMOTIONAL LEARNING

This 30-week SEL curriculum for grades K–6 provides a standards-based program for teaching social and emotional learning through a literacy-based approach. We employ the activities of thinking, reading, speaking, and writing in each lesson, which allows students to master and apply the content through multiple access points. CASEL's five (5) competencies provide the framework for each grade level's books and lesson plans.

The five CASEL competencies, and the order in which we present the books and lessons in our program, are:

Self-awareness

Self-management

Social awareness

Relationship skills

Responsible decision-making

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The term “social emotional learning” was coined at a meeting of educators, scholars, and child care stakeholders held at the Fetzer Institute in 1994, out of a concern for the lack of coordination among the multiple social health school programs of the time. From that meeting also emerged The Collaborative for Academic, Social and Emotional Learning (CASEL), whose work deeply informs our lessons. Since that meeting, two decades of research on SEL have proven both its short-term and long-term benefits for our youth.



SELF-AWARENESS

Self-awareness is the degree to which a child knows her inner world: her hopes, dreams, fears, and goals; her strengths and challenges; and how her feelings and thoughts influence her actions.

RESPONSIBLE DECISION-MAKING

Responsible decision-making requires a child to be able to accurately assess the consequences of his actions, and to take safety, ethics, and the health of himself and others into account when making decisions.

SELF-MANAGEMENT

Self-management is the set of skills and attitudes required in order for a child to manage his emotions, meet challenges, and set his sights on an outcome.

CASEL defines five
interrelated competencies,
or domains, of
social emotional learning

RELATIONSHIP SKILLS

Relationship skills provide a child with the means to live and work fruitfully with others by communicating effectively, working collaboratively, and negotiating conflict.

SOCIAL AWARENESS

Social awareness involves the ability of a child to feel empathy for others, to take the perspective of someone other than herself, and understand social norms in a given situation.

Teaching Social and Emotional Skills

The Focus on Social and Emotional Learning program is intended for flexible implementation across 30 weeks of instruction in the school year.

CASEL's five (5) competencies provide the framework for each grade level's books and lesson plans. Each competency is "kicked off" with an introductory lesson plan that showcases the concept and hooks the student into learning more about it.

Each of the competencies is then broken down into CASEL's suggested four to six (4-6) subcategories of skills and knowledge for student learning. In each of these subcategories, one (1) weekly lesson plan has been provided. For each lesson plan, one to two (1-2) age-appropriate fiction and/or nonfiction books have been provided to serve as the literacy anchor for the SEL skill.

The lessons are 20-30 minutes in length. They have a modular design in "chunks" that can be pulled apart and implemented flexibly according to the needs of the students and teacher.



Self-awareness
(Weeks 1-6)

Self-management
(Weeks 7-13)

Social awareness
(Weeks 14-18)

Relationship skills
(Weeks 19-23)

Responsible decision-making
(Weeks 24-30)

Content of a typical SEL lesson plan

We employ the activities of thinking, reading, speaking, and writing in each lesson, which allows students to master and apply the content through multiple access points.

Essential Questions:

Essential questions encourage deep thinking and are central to social and emotional learning. Students demonstrate their knowledge by answering these questions and related "I can" statement that serves as the learning target for the lesson.

Focus Activities:

The focus activity provides a quick, yet thorough dive into the main social and emotional learning concept.

Writing Prompts:

The writing prompts serve as a method by which students can apply the targeted SEL concept to their own contexts and lives.

Extension Activities:

Extension activities are a series of suggestions for deepening and broadening student interactions with the SEL concepts through multiple methods of engagement and differentiation.

Each lesson will have four extension suggestions:

- To Reinforce: to give extra practice in the SEL concept
- To Accelerate: to increase learning for those who have mastered the SEL concept
- School/Home Connection: to share the SEL concept with the family of the student
- Classroom Management Connection: to strengthen classroom management via incorporation of the SEL concept

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